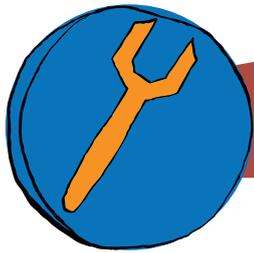


KEEP ME SAFE



TOOL 1A: IDENTIFYING RISKS

LINKED TO:

- Sections 1.6 & 1.9



WHY?

- To begin a discussion about safety
- To help families develop strategies and to plan ways of responding to any risks they might face
- To help children develop a sense of safety in the knowledge that their concerns have been raised and dealt with.

Some parents will want to shield particular risks from their children. This is their right. However, it might be useful to explain to parents that sometimes children pick up on their parent's concerns and / or are highly aware of their family's circumstance. In these instances, children sometimes feel unable to talk about their feelings because they think such conversations with children are taboo. Allowing parents to engage with children using the tools in this guide may be of use.



WHO WITH?

- With parents
- With children aged 6+ who feel comfortable about talking about safety



TIME?

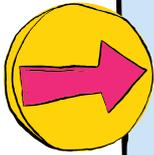
- 15-25 minutes with homework



YOU'LL NEED?

- Copies of the template (or your own)
- A list of contact details of available friends, family and services
- Proforma for Tool 1B "Safety Plan"

KEEP ME SAFE



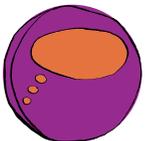
WHAT TO DO:

- This activity can either be completed with parents who are then supported to share their plan with their children OR as a family group. Either way, it is important that children feel as if they have a good understanding of the issues and are given the opportunity to ask questions. Children may have concerns that their parents are not aware of: so this activity might best be completed alongside one of the other tools in this guide.
- In the first box, families are encouraged to identify any risks or concerns that they might have. Generally it is a good idea to brainstorm these before filling in the other columns but be flexible: risks will undoubtedly arise as you go through the process
- Question two might relate to any of the risks identified. Where there are multiple risks that parents would like their children to be prepared for, repeat the questions.
- Questions three and four are about important contacts. Complete these with families and, as part of the process, ask them if they think that these people would know about their circumstance and that they have been identified. If not, developing a plan for letting these people know might be useful.



SOMETHING DIFFERENT?

- For younger children it might be useful to draw a flow chart which they can keep in their room or on the fridge



TO THINK ABOUT:

- Principals comment that they would benefit from having a copy of safety plans for children and explicitly state that unless they are aware of these arrangements they can do little if a risk arises in the school ground. Encourage the family to consider making copies and providing them to teachers, friends and family



HAZARD ZONES:

- Children tell us that they can be distressed when risks are raised without solutions or strategies. Although this activity might be completed over a few sessions, it is important that children's fears and concerns are addressed: even with short term solutions

KEEP ME SAFE

Identifying Risk	
What are the early warning signs?	
What are the things that I can do to protect myself and the children?	
Who else can help?	
What can they do?	
How can they be alerted when I need them?	